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ABSTRACT

The Portable Assisted Study Sequence (P.A.S.S.) Program, a pilot high school program designed to support California migrant student graduation through the use of competency based credits and portable learning packets, more than met its goals and objectives in 1978-79. Evaluation was by questionnaire, to which 16% of the surveyed P.A.S.S. students and parents, contact persons, administrators, and Migrant Regional Directors responded. As of June, 1979, 803 students had been served by P.A.S.S.; 60 P.A.S.S. students, earning a mean of 8.38 P.A.S.S. credits, had completed graduation requirements. The most utilized courses included general math, American government, U.S. history, reading, and English. Content and procedures of all Learning Activity Packets had been revised and their translation into a Spanish/English format had begun. Two new courses, instead of the projected ten, had been added. Existing office procedures had been revised. Respondents' attitudes towards P.A.S.S. were very positive and indicated no major program inadequacies. Recommendations included that because program expansion appears necessary and inevitable, P.A.S.S. should formulate new goals and objectives which allow both for expansion and the improvement of procedural and instructional quality; the curriculum should be expanded; and Migrant III (former migrant) students should be eligible for P.A.S.S. Questionnaires and site visitation forms are included. (SB)

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PARLIER HIGH SCHOOL

P.A.S.S. PROGRAM
(Portable Assisted Study Sequence)

YEAR-END REPORT
1978-79

Compiled by:
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Parlier High School
Parlier Unified School District
Leo S. Cardona, Ed.D., Superintendent

California Mini-Corps

California Master Plan for Migrant Education
E.S.E.A. Title I
P.L. 93-380

The P.A.S.S. Program is a pilot High School Program designed to support migrant student graduation

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Linda Haro, Vice Principal

Jane E. Prueitt Foshee, Coordinator
P.A.S.S. Program

The project presented or reported herein was performed pursuant to a contract with the Parlier Unified School District and the California State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Migrant Education Section or the California Mini-Corps, and no official endorsement by the California State Department of Education should be inferred.

An appraisal of the first year and recommended activities and strategies of the P.A.S.S. Program Advisory and Review Committee.

by: Cybernetic Learning Systems
James J. Lynn
Dan Woltz

in cooperation with the:

Parlier Unified School District
Leo S. Cardona, Ed. D., Superintendent
Marco Sigala, Principal, Parlier High School

and

Jane E. Prueitt Foshee, Director
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and

The California State Department of Education-Compensatory Education Section - Manuel V. Ceja,
Dr. Jose Maestas and Bill Kenney,
The Mini-Corps Program,
Herbert C. White

July 1979

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FORWARD

This is the second of two evaluation reports on the Portable Assisted Study Sequence (P.A.S.S.) Program of Parlier High School, for the 1978-1979 academic year. The present report marks the culmination of efforts designed and intiated by the P.A.S.S. Program Advisory and Review Committee.

The efforts of many individuals have made this evaluation effort possible. Dr. Leo S. Cardona, Superintendent, Parlier Unified School District, should be recognized for his direct administrative support in the implementation of the P.A.S.S. Program from the pre-planning stages to the present level of operation. Acknowledgement for close coordination with the Parlier High School and the P.A.S.S. Program should be conveyed to Marco A. Sigala, Principal. The assistance and cooperation of the following agencies and individuals is gratefully acknowledged.

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John Rojas, Director, Migrant Region V
Hector Solis, Director, Migrant Region VI
Dr. Charles Lawrence, Director, Migrant Region VII
Rudy Hernandez, Director, Migrant Region VIII
Frank Romero, Director, Migrant Region IX

The following schools are thanked for their willingness to participate in field visitations to local P.A.S.S. sites.

North County Monterey High School, Castroville
Dixon High School, Dixon
Tokay High School, Lodi
Edison High School, Fresno
Delano High School, Delano
Calexico High School, Calexico
Coachella High School, Coachella
Lindsay High School, Lindsay
Watsonville High School, Watsonville

Special recognition must be given to Jane E. Prueitt Foshee, P.A.S.S. Program Coordinator, for her complete cooperation and ever present assistance in the implementation of this evaluation.

Finally, recognition and thanks are given to the following Advisory and Review Committee Members for their role in this evaluation: Dr. Alfredo Castaneda, Professor of Psychology and Education, Stanford University; Carole M. Kelly, Bilingual Education Consultant; Celia Zavala Castaneda, Bilingual Education Consultant; Mark Fulmer, Educational Psychologist, Kings Canyon Unified School District; Bill Brush, School Psychologist, San Lorenzo Valley Unified School District; and Peter Mesa, Superintendent, Milpitas Unified School District.

SECTION I: INTRODUCTION

The present report is the second in a two part series evaluating the Portable Assisted Study Sequence (P.A.S.S.) Program in the 1978-79 academic year. The first report, hereafter referred to as the 1978 Report was a formative report focused on such issues as the need for P.A.S.S., the formulation of P.A.S.S. goals and objectives, and the creation of P.A.S.S. implementation procedures. The 1978 Report also reviewed the achievements of the P.A.S.S. Program up through December, 1978.

The present report, hereafter referred to as the 1978-79 Year End Report will continue the evaluation process begun in the first report. The current evaluation report is both formative and summative in nature. The aim of this report is both to assist the P.A.S.S. Program in its growth and development, and to evaluate the effectiveness of the P.A.S.S. Program in the 1978-79 school year.

Restatement of Goals and Objectives

The content of the present report is organized around the goals and objectives of the P.A.S.S. Program as stated in the 1978 Report. These goals and objectives are restated below.

Major Goal - 1978-79 Academic Year

The P.A.S.S. Program will

.Prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation.

In the interest of achieving this major goal, the following goals are identified. The P.A.S.S. Program will:

.Provide portable learning packages adapted for migrant student use with which students can proceed at their own pace.

.Provide competency based credits for skills, interests and educationally related life experiences.

.Supplement the regular instruction for targeted migrant students at any secondary level school in California.

.Utilize existing counseling and tutorial support through regular migrant education personnel and the California Mini-Corps to accomplish the goals of the P.A.S.S. Program.

Specific Objectives - 1978-79 Academic Year

At the completion of the 1978-79 school year, it is expected that

.At least five hundred (500) students will have satisfactorily completed requirements for partial or full credit in enrolled P.A.S.S. courses as documented by project student records.

.At least twenty (20) of the migrant seniors enrolled in California high schools will graduate with the assistance of the P.A.S.S. Program Learning Packets as documented by students records and official transcripts.

.All learning activity packets will be reviewed and revised to reflect needed changes as recommended by an expert panel of curriculum specialists and teachers.

.Ten additional semester courses will be adapted to the P.A.S.S. Learning Packet format as indicated in the P.A.S.S. Program brochure.

.More effective methods of coordinating student enrollment, tracking student progress, and assessing student graduation requirement needs will be made and documented by an assessment of secondary level migrant personnel involved in the P.A.S.S. Program.

Overview of Report

The P.A.S.S. goals and objectives stated above will provide the framework for evaluating the P.A.S.S. Program for the 1978-79 school year.

Section II of this report will address the enabling objectives and report the descriptive data needed to evaluative whether these objectives have been met. Because of the formative intent of this report, additional data about the P.A.S.S. Program, which is not required to evaluate the objectives, will also be reported in Section II. Thus, Section II will provide an overview of the activities and accomplishments of the P.A.S.S. Program to date.

The attainment of the goals of the P.A.S.S. Program as stated above is necessarily more difficult to evaluate than the attainment of specific objectives. The approach taken in the present evaluation has been one of analysis of attitudes and opinions of those individuals involved with P.A.S.S. at the local and regional levels. Through the use of questionnaires, P.A.S.S. students, parents, local P.A.S.S. contact persons, local school administrators, and Migrant Regional Directors were surveyed with reference to their perception of P.A.S.S. goals and achievements. It is this information which will be reported in Sections III and IV and will be used to help judge the effectiveness of P.A.S.S. in reaching its goals. Again, since the nature of this evaluation is partly formative, data from these questionnaires will be used to formulate suggestions and recommendations for the improvement of P.A.S.S. in future years. Section V of this report will discuss the findings reported in the Sections II and IV, and Section VI will summarize the conclusions and recommendations.

SECTION II: DESCRIPTIVE DATA 1979

Student Enrollment in P.A.S.S.

In the six months following the issuance of the 1978 Report, enrollment levels have increased, curriculum units have been revised and several procedural changes have occurred in the P.A.S.S. Program.

The total number of students served by the P.A.S.S. Program has increased from 578 as of January, 1979, to 803 as of June, 1979. The cumulative growth in students served by P.A.S.S. is shown in Figure 1 below. Figure 2 displays the number of new enrollments by month in the 1978-79 academic year.

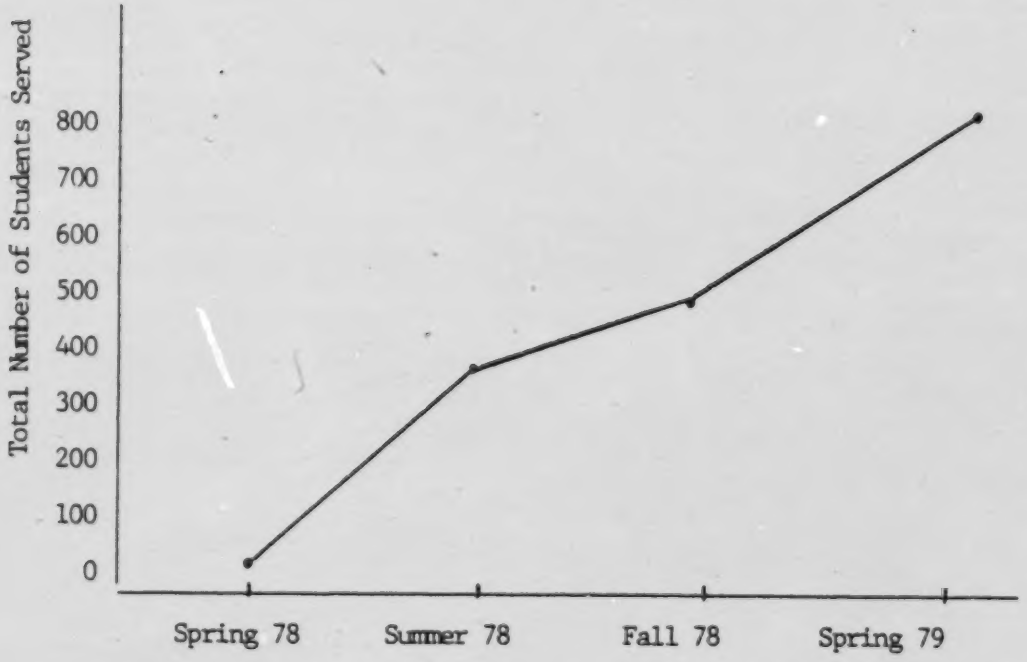

Figure 1: Cumulative Growth in Number of Students Served by P.A.S.S.

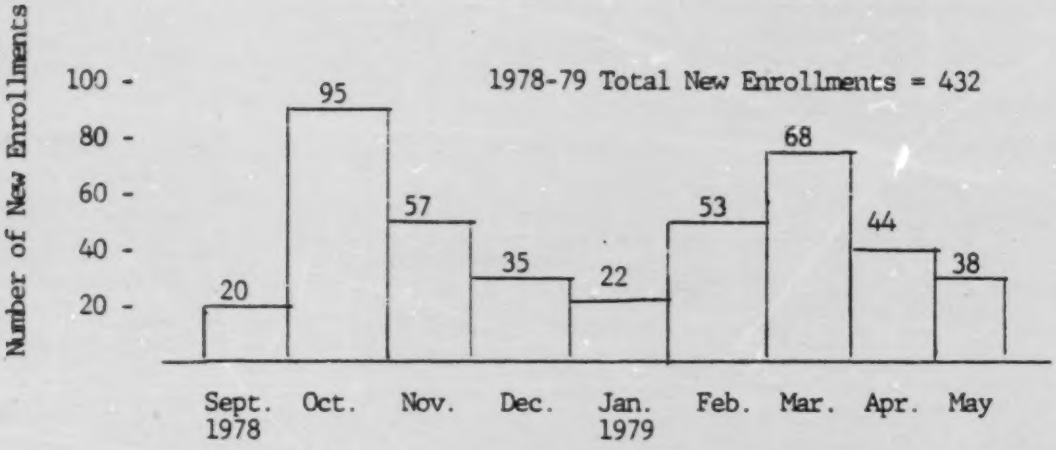

Figure 2: New P.A.S.S. Enrollments in 1978-79 by Month

The data in Figure 1 demonstrate a trend of continued growth in the number of migrant students which P.A.S.S. serves. Projected figures for number of students to be served by P.A.S.S. in the Summer 1979 special programs approximates 1,000. Such a projection again indicates the continued growth trend in the P.A.S.S. Program.

Figure 3 shows the 1978-79 P.A.S.S. enrollments by Migrant Region. It can be noted by comparing this figure to earlier data reported in the 1978 Report that use of P.A.S.S. has become somewhat more evenly distributed among Migrant Regions.

A final break down of P.A.S.S. student enrollment data can be found in Table 1. In Table 1 the total number of credits (partial and full) are listed by course. Note here that with the exception of speech (and English IB and IIB which were new additions), all courses were useful in providing credits for migrant students. Table 2 shows a similar break down of credit by course but combines data from the 1978 Report to provide a description of the total P.A.S.S. credits earned by students from Spring 1978 up to

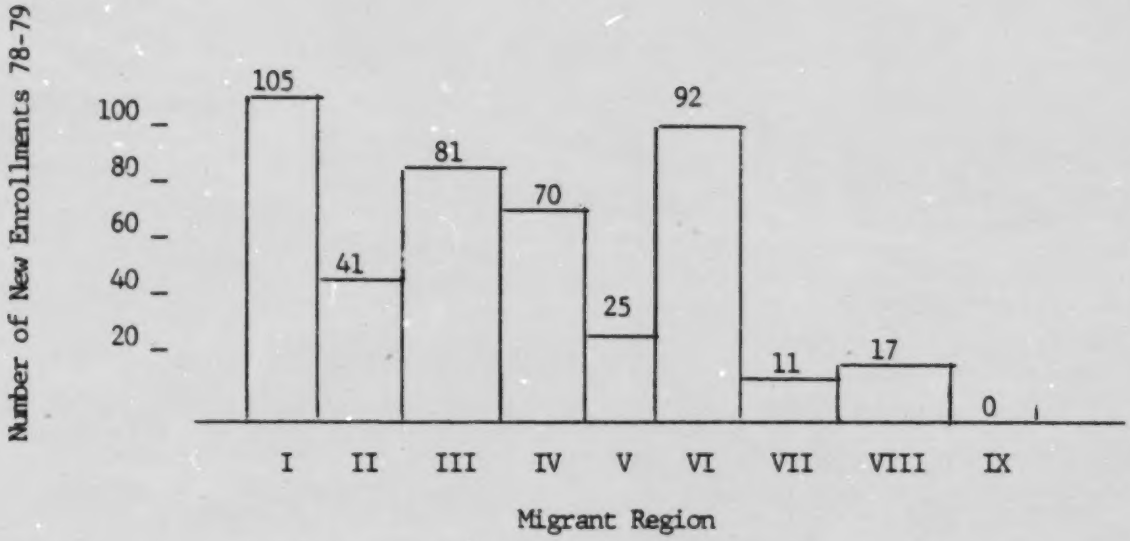

Figure 3: 1978-79 Student Enrollment Data by Region

Summer 1979. Note in Table 2 that while all courses are used by students for obtaining credit, courses fulfilling basic requirements receive far greater use than those serving as electives.

The number of migrant students who have graduated from High School with the help of P.A.S.S. credits has also been calculated. There are currently 60 P.A.S.S. students who have now completed graduation requirements. The mean number of P.A.S.S. credits earned by these graduates was 8.38. The number of P.A.S.S. units earned ranged from 1 to 27. The distribution of total P.A.S.S. units earned by graduating seniors is displayed in Figure 4. It can be noted in Figure 4 that most P.A.S.S. students have used between 1 and 10 units of P.A.S.S. credit toward graduation. Only 4 of 60 students used more than 15 P.A.S.S. credits indicating the supplimental nature of the P.A.S.S. coursework. All students earned the vast majority of their graduation units through local high school coursework.

TABLE 1: P.A.S.S. Credits Earned by Course
January - May 1979

Course	Partial Credit	Full Credit
Algebra	3	0
General Math A	10	10
General Math B	4	4
English IA	9	6
English IB	0	0
English IIA	16	1
English IIB	0	0
Reading	0	5
Speech	0	0
U.S. History	1	10
American Government	0	7
Mexican American History	0	3
Science	2	3
Outdoor Studies	1	2
Driver Education	0	2
Spanish Skills	0	2
Work Experience	4	16
TOTALS	50	71

TABLE 2: P.A.S.S. Credits Earned by Course
February 1978 - May 1979

Course	Partial Credit	Full Credit
Algebra	20	0
General Math A	57	115
General Math B	19	44
English IA	34	32
English IB	0	0
English IIA	41	1
English IIB	0	0
Reading	6	35
Speech	0	4
U.S. History	4	51
American Government	0	55
Mexican American History	0	3
Science	6	21
Outdoor Studies	2	8
Drivers Education	5	2
Spanish Skills	0	3
Typing	14	1
TOTALS	234	413

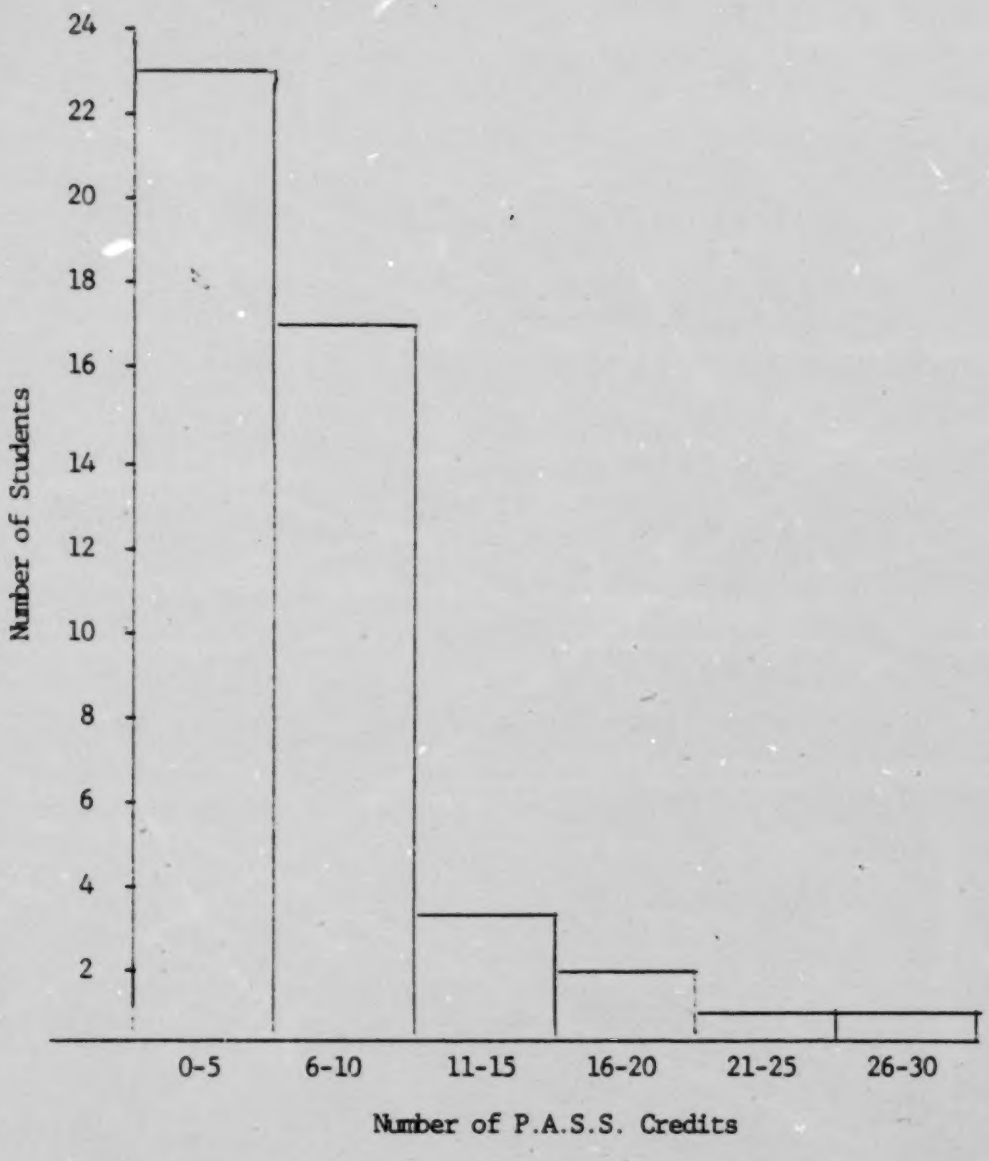

Figure 4: Number of P.A.S.S. Units Earned by Graduating Seniors

Revisions in P.A.S.S. Procedures and Instructional Material

Several revisions in the P.A.S.S. curriculum, enrollment and record keeping procedures and P.A.S.S. office procedures have taken place in the Spring 1979 Semester. Some of these changes relate to major P.A.S.S. objectives, while others are simply refinements made to accommodate the growing enrollments in P.A.S.S. The changes deemed most important are listed below.

1) Revisions in all Learning Activity Packets (LAPs).

Under the supervision of the P.A.S.S. Curriculum Specialist, all previously existing LAPs were evaluated for content and revised as needed. Revisions to all P.A.S.S. LAPs included:

a) Student Directions at the beginning of the LAP (How to use the LAP).

b) Table of Contents for each LAP

c) Progress Report Checklist at the conclusion of each LAP (Allows the student to review the activities in the LAP and make sure all necessary steps have been completed).

In addition to these standard revisions, each LAP was reviewed for content clarity and completeness by the Curriculum Specialist, curriculum consultants, Parlier High School Staff and P.A.S.S. contact persons in local school sites using the LAPS. Content revisions were made with the following points as the primary goals:

.Aligning the P.A.S.S. LAPs with the scope and sequence of Parlier High School Curriculum.

.Adhering to the primary learning objectives of the lessons.

.Matching the LAP reading leval to the reading level of migrant students.

.Meeting proficiency standards recommended by the California State Department of Education.

The evaluation of the P.A.S.S. curriculum and its recent revisions is beyond the scope of the present evaluation report. However, based upon questionnaire response (see section III) by users of P.A.S.S., curriculum content is an area of concern for many. In addition to the expressed concerns by P.A.S.S. users, the ensuing state competency requirements for graduation demand that P.A.S.S. curriculum be of a high quality. For these reasons it is recommended that the P.A.S.S. Program continue to evaluate its curriculum and that future external evaluations of P.A.S.S. be expanded to include an analysis of curriculum.

2) Translation of LAPs into a Spanish/English bilingual format. The directions of sixteen existing LAPs were translated into a bilingual format. In addition the entire content of the following units was translated.

- Speech
- General Math A
- General Math B
- Algebra IA
- Algebra IB
- U.S. History A
- American Government
- Mexican American History
- General Science
- Work Experience
- Outdoor Studies
- Social Studies

3) New Courses Added. The following new P.A.S.S. Laps have been added since the 1978 Report.

English IB (5 credits)
English IIB (5 credits)

In addition, planning for the development of other courses was undertaken. The planned courses include

Recreation Games (5 credits)
Environmental Education (5 credits)

4) Revisions to existing office procedure. Changes in P.A.S.S. office procedures include the following additions:

a) Course logs: to keep track of all students in each course.

b) Site logs: to keep track of all students at each site.

c) materials checklist: to accompany all shipments of materials to local school sites.

d) transcript form changes.

e) official P.A.S.S. seal for transcripts.

*For samples of the above forms refer to Appendix A.

5) Continued Communication with local and state educational agencies. Responding to the need for more statewide awareness of the offerings of P.A.S.S., Jane E. Prueitt Foshee, P.A.S.S. Director, has continued to make visitations and presentations in various settings throughout the state. Presentations were provided in districts located in all nine Migrant Regions. In addition presentations were given at the Western States Conference (Sacramento - January 1979), and the National Migrant Conference (May 1979). The continued exposure of the P.A.S.S. Program has resulted in increased inquiry from California agencies, as well as from other states.

Budget

The budget of the P.A.S.S. Program has continued to increase in relation to the increasing number of migrant students which it is serving. Figure 5 shows the total budget figures for P.A.S.S. from its inception to the present. Also note in Figure 5 the projected budgets for Summer and Fall 1979.

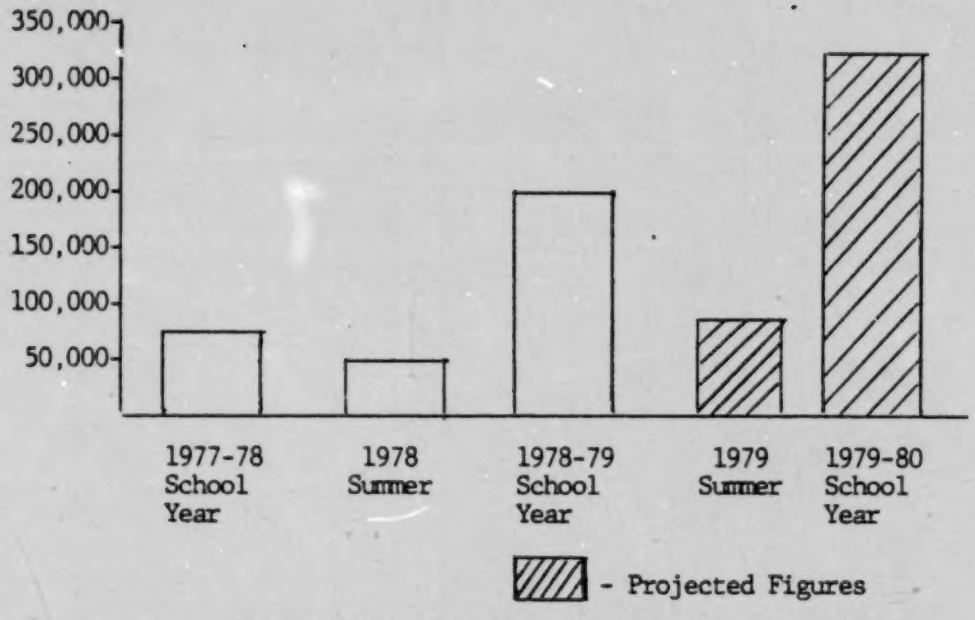

Figure 5: P.A.S.S. Budget Figures 1977-1980

Figure 5 shows a continuous expansion of the P.A.S.S. budget which parallels the growth of P.A.S.S. students as seen in Figure 1 (p. 4). A cost effectiveness analysis of the P.A.S.S. Program is beyond the scope of the present report, but such an analysis would be an appropriate focus of a fixture evaluation.

A final point regarding the P.A.S.S. budget concerns the responsibility of fiscal agency. Prior to May, 1979, the California Mini-Corps was responsible for the funding of the P.A.S.S. Program. As of May 1, 1979, the P.A.S.S. Program became fiscally aligned with the Fresno County Department of Education, under Ernest A. Poore, Superintendent, and Frank Rivera, Region IV Director. The contact person through which all P.A.S.S. budget affairs are conducted is Robert Allen, Assistant Director of Region IV.

SECTION III: EVALUATION STUDY DESIGN

The primary summative goal of the present 1978-79 Year End Report focuses on the question of whether the P.A.S.S. Program is meeting its primary goals, and whether the stated enabling objectives are being met in the effort to achieve the primary goals. The previous section in this report has provided data with which to evaluate the fulfillment of the P.A.S.S. 1978-79 objectives. A discussion of the evaluation of the objectives will be presented in a later section.

The general goals of P.A.S.S. must be evaluated through other means than looking at numbers of students served, and number of credits earned. Attainment of the goal:

> "preventing migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation."

is more difficult to evaluate with accuracy. The approach taken in the evaluation of the major P.A.S.S. goals by the current study consists of using questionnaires and field visitations to elicit the opinions and attitudes of those using P.A.S.S. This evaluation design was selected for two reasons.

1) The students, parents, teachers, counselors, and administrators directly involved with using the P.A.S.S. Program may have the most pertinent information as to how successful P.A.S.S. is in meeting its goals.

2) By surveying the users of P.A.S.S., formative information relevant to the improvement of the P.A.S.S. Program can also be obtained.

The analysis of the P.A.S.S. Program through a questionnaire study was designed with the following components:

.200 Student Questionnaires sent to a random sample of students either currently or previously enrolled in the P.A.S.S. Program. The sample was randomly selected from P.A.S.S. student files.

.200 Parent Questionnaires sent to the parents of the above randomly selected students.

.Contact Person Questionnaires sent to all 41 local counselors, teachers, or administrators who have served as local P.A.S.S. contacts.

.Administrator Questions sent to the immediate administrative overseers of local P.A.S.S. Programs in all local schools using P.A.S.S.

.Administrator Questionnaires sent to Region Directors of the 8 Migrant Regions utilizing the P.A.S.S. Program.

.8 site visitations to randomly selected school sites using P.A.S.S. (One site randomly selected from each Region in which P.A.S.S. was used).

All questionnaires were anonymous. Self-addressed stamped envelopes were provided for the return of questionnaires and the questionnaires were returned directly to Cybernetic Learning Systems. In light of the Spanish dominance of the majority of the migrant population, Student and Parent Questionnaires were of a Spanish/English bilingual format.

The questionnaires and visitation monitor forms used in the study are presented in Appendix B. These questions and forms were developed prior to and reported in the 1978 Report. The results of the returned questionnaires and the site visitations are tabulated and reported in the following section.

SECTION IV: RESULTS OF EVALUATION STUDY

The results reported here were obtained only from those questionnaires returned. The number and percentages of questionnaires returned are listed in Table 3.

TABLE 3: Questionnaires Sent and Received

	Regional Administrator Questionnaire	Local Administrator Questionnaire	Contact Person Questionnaire	Student Questionnaire	Parent Questionnaire	Totals
Questionnaires Sent	8	41	41	200	200	490
Questionnaires Received	7	5	17	27	24	80
Percent Received	88%	12%	41%	14%	12%	16%

As seen in Table 3 the percent of returned questionnaires varies considerably with each group survey. A certain rate of attrition is to be expected in any mail questionnaire survey of this nature, however several factors may account for the comparatively low response rate among the local administrators, students and parents.

First, the distribution of local administrative, and student questionnaires was conducted by the local contact persons. This procedure was used so that the appropriate local administrator could be selected by the contact person, and so that some personal contact could be made in presenting students with the questionnaire. Despite the advantages of this system, it may have decreased the number of administrators and students actually receiving questionnaires.

2) Many local administrators did not feel as though they knew enough about P.A.S.S. to respond. This was evident from responses on the few Administrator Questionnaires received and by personal contact with local administrators in the site visitations. Parents may have also neglected to respond out of lack of knowledge about P.A.S.S.

3) Students who had graduated from high school or used P.A.S.S. only in a special summer program were no longer in contact with the P.A.S.S. Program or local contact person for questionnaire distribution.

In a study of this nature, consideration must be given to the possible differences between those in the target population who did return the questionnaires and those that did not. Without further contact with those not returning the questionnaires, it is difficult to assess what differences may exist. When examining the results in this section however, it should be considered that a much wider range and possibly different distribution of attitudes might exist if data from those not responding were available.

Results of the Student Questionnaire

Sample Description

The students responding to questionnaires ranged from grades 9 - 13 (Mean grade of 10.96) and ranged in age from 15 - 19 years (Mean age of 17.04 years). Of the responding students 10 (37%) were male and 17 (63%) wer female.

Source of Referral to P.A.S.S. Program

Students reported having first heard about P.A.S.S. from several sources. Figure 5 displays the frequency of the reported referrals. It

is evident from Figure 5 that Migrant Counselors are by far the most common source of P.A.S.S. referral.

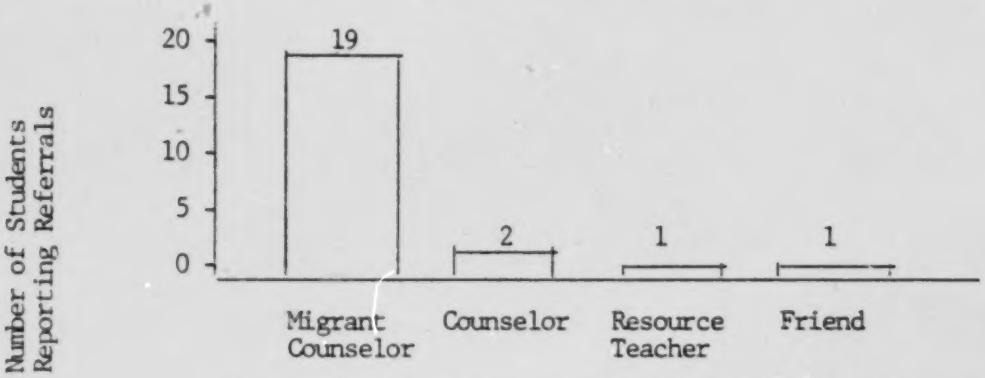

Figure 6: Referral Sources for P.A.S.S. Students

Number of P.A.S.S. Credits Enrolled in by Students

Only 70% of the students returning questionnaires responded to the question regarding the number of P.A.S.S. credits in which the students were enrolled. Those responding had a mean enrollment of 8.79 credits. Credits enrolled in ranged from 5 to 15 among individual students. These figures are consistant with the total P.A.S.S. credits used to graduate by migrant seniors reported earlier.

Student Attitude Toward P.A.S.S. Program

On a 5 point rating scale pertaining to how well students liked P.A.S.S., 54% selected the response "Great", 23% selected the response "I like it", and 23% selected the response "It's OK". No students responded to the choices "So So", or "No good". The results are shown graphically in Figure 6.

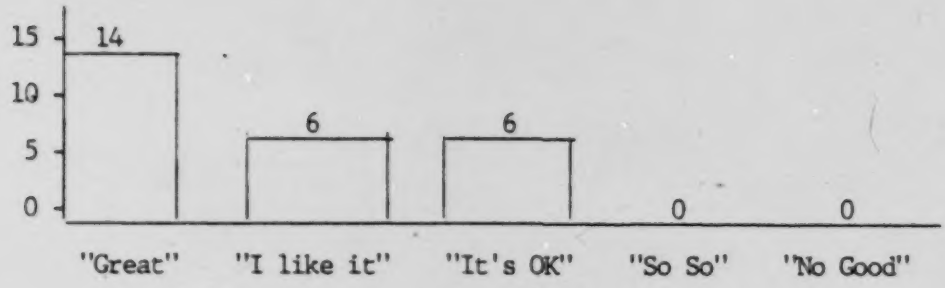

Figure 7: Student Attitude Toward P.A.S.S.

When asked why they selected one of the above 5 responses, students answered in a variety of ways. Typical responses included:

"Because it give me a chance to work on it without having to go to night school."

"It gave me a chance to make up credits I lost."

"Because when you register for school late it is hard to catch up. The P.A.S.S. Program helps."

"Because for me it was my last chance to graduate."

In response to what they liked best about P.A.S.S., students cited a number of features. Responses are listed below from most frequent to least frequent.

Positive Features	Number of Students with Response
The work is Easy.	5
Can Work at own Pace	3
Courses are interesting (or fun)	3
More individual help than in class	2
Helps to graduate	2

Get credits by take-home packets	2
Can make-up credits	1
Gives you credits quickly	1
It's in Spanish	1

In response to what the students liked least about the P.A.S.S. Program the following responses were obtained.

Negative Features	Number of Students with Response
Nothing negative to say about P.A.S.S.	13
No help with questions on P.A.S.S.	2
Takes long time to get materials	2
Grading is unorganized	2
No help available when move	1
No help in summer	1
Courses not in Spanish	1
Not enough courses	1
Material is too difficult	1

Results of the Parent Questionnaire

Awareness of P.A.S.S.

Of the parents returning questionnaires 92% indicated that they were aware of the fact that their child was obtaining credit through P.A.S.S. The same 92% of parents responding indicated that they understood the purpose of the P.A.S.S. Program. Two of the 24 respondants (8%) indicated that they had not been aware of P.A.S.S. or their child's participation in the program.

Attitude Toward High School Graduation

All twenty-four respondents to the Parent Questionnaire indicated that it was important that their child (or children) graduate from High School.

Attitude Toward P.A.S.S. Program

Of the 22 parents who had an awareness of the P.A.S.S. Program, 21 responded that they were in favor of the program (1 parent did not respond to this question). The two parents who did not know of the P.A.S.S. Program responded "I don't know" when asked if they "liked" or "disliked" the program.

In responding to what is liked most about the P.A.S.S. Program responses included:

"It has helped my son get more credit".

". . .has helped grades."

". . .has helped her catch up."

"It will help my son graduate."

"She understands the work better."

When asked if there was anything they did not like about P.A.S.S. 21 (88%) responded "No." Of the 3 (12%) who responded "Yes", to this question, the explanations provided were:

"There are no courses in Economics or Civics."

"My daughter cannot understand the P.A.S.S. course work."

Result of the Contact Person Questionnaire

Characteristics of Contact Persons

Of the 17 persons responding to the Contact Person Questionnaire,

15 (88%) were migrant counselors and 2 (12%) were resource teachers. The length of time in which the respondants had been aware of P.A.S.S. varied from 3-24 months with a mean of 17.5 months.

Number of Students Enrolled in P.A.S.S.

The median number of P.A.S.S. students enrolled by contact persons was 13 for the present sample. The range of these data was quite large (0-272 students). While some contact persons had not enrolled any students, those in charge of special summer programs had enrolled a large number of students.

Examples of P.A.S.S. Enrollment

Some examples cited by Contact Persons as to how P.A.S.S. enrollment has assisted students as follows:

> "Many of our students migrant to Mexico for the Winter and lose credit in subjects areas such as History, Government, and Science. The P.A.S.S. Program allows them to make up these valuable credits during the school year or during the summer."

> "In our county, many of our migrant students work through September and into October. This limits their class load when they register (most teachers will not accept them that late in the year). The P.A.S.S. Program helps them to pick up their lost credit in study hall."

> "Students have been able to take courses with them to Mexico."

Despite the positive responses to how helpful P.A.S.S. has been, 31% of the responding contact persons indicated that they could not enroll all of the migrant students that they would like to in P.A.S.S. Reasons given included:

- Migrant III students (former migrants) are not eligible for P.A.S.S.

- They as a contact person do not have time to enroll and oversee more P.A.S.S. students.
- Local district attitudes prevent greater P.A.S.S. enrollment.
- P.A.S.S. materials are not adequate.
- Most P.A.S.S. materials are not bilingual.

Awareness of P.A.S.S.

All responding contact persons indicated awareness of the three components of the Migrant Education Secondary School Dropout Prevention Program. In addition all respondents indicated that P.A.S.S. appeared to compliment the counseling and work study components of the Secondary Dropout Prevention Program.

While 100% of the contact persons in the sample indicated that the goals of P.A.S.S. were clear to them, there was little consensus as to the most important goal of P.A.S.S. Only 42% of respondents described goals which resemble the major goal of P.A.S.S. as stated in the 1978 Report. ("To prevent students from dropping out of high school by assisting them with alternative methods of credit accumulation"). Some of the perceived major goals of P.A.S.S. by contact persons included:

"To activate and motivate students".

"To provide correspondence courses".

"To let kids do school work outside of school".

Attitudes Toward P.A.S.S.

The responses by contact persons to the question of whether the Program is a "worthwile endeavor", is displayed below in Figure 7. Note

that none of the respondents felt that P.A.S.S. was of questionable value.

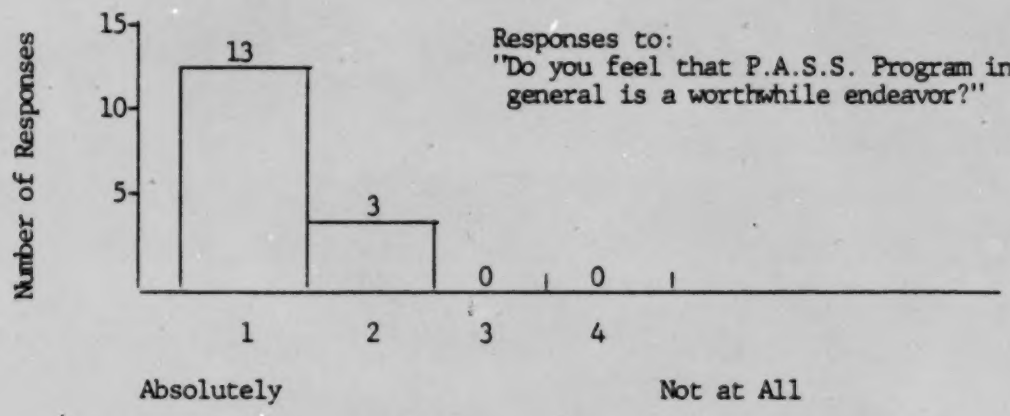

Figure 8: Contact Person Attitude Toward P.A.S.S. Program

The respondents also tended to rank the quality of the P.A.S.S. Program instructional units favorably. The frequency of responses to this issue are represented in Figure 8. Note however the greater variability of responses than in the previous question.

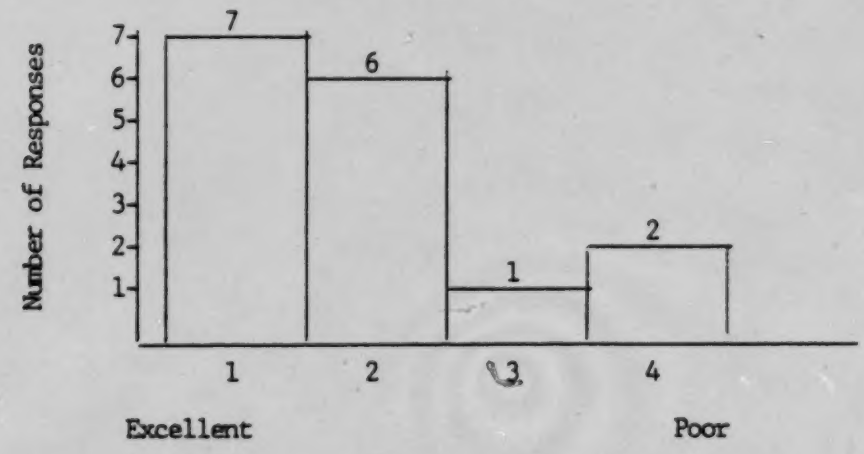

Figure 9: Responses to the Quality of P.A.S.S. Instructional Units

Comments related to the question of P.A.S.S. instructional units varied considerably. Examples of responses include:

"Comparable to district courses or better."

"Need lots of improvement."

"Concise and clear but not too interesting."

"Courses not challenging enough."

"Courses are not as simple as they seem."

"Reading level too high."

Although some comments tended to point to weaknesses of the P.A.S.S. curriculum units, there was no clear consensus as to what the weaknesses are. In addition it should be reiterated that over 80% of respondents rated the P.A.S.S. course units favorably.

Student Difficulty with P.A.S.S.

The histogram in Figure (illustrates the frequency of responses by contact persons with regard to perceived areas of student difficulty with P.A.S.S.

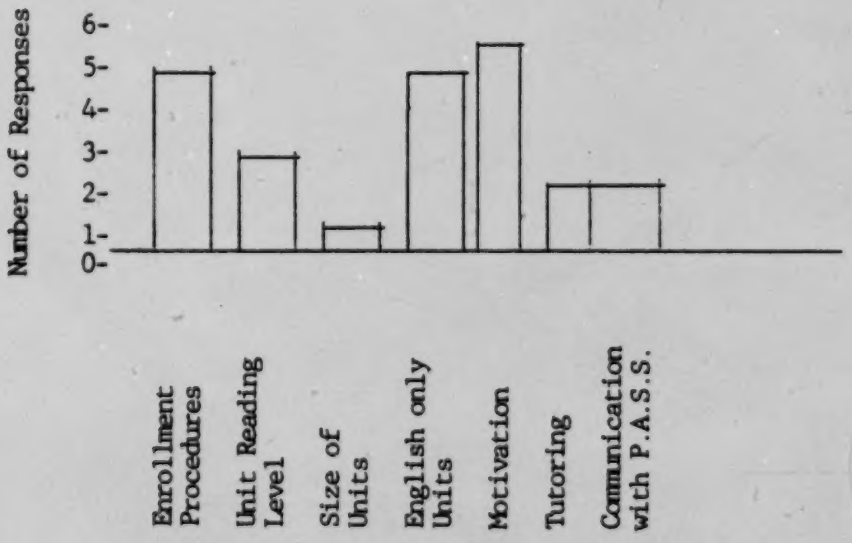

Figure 10: Perceived Areas of Student Difficulty with P.A.S.S. Course Work

In Figure 9 it can be noted that "Motivation" is the most common student difficulty cited by contact persons. "Enrollment Procedures" and "English only Units" were also frequent responses.

Communication of the P.A.S.S. Program

When contact persons were asked to describe the effectiveness of communication by the P.A.S.S. Program at various levels of service, a variety of responses was obtained. Figure 10 shows the mean response for each level of service on a 4 point scale.

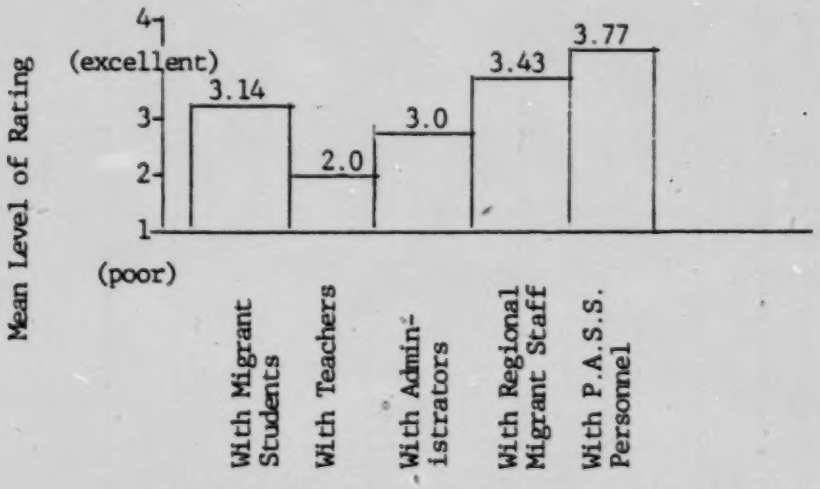

Figure 11: Effectiveness of Communication by P.A.S.S.

Note in Figure 10 that there exists a considerable difference in the perceived effectiveness of communication at different levels of service. While communication of P.A.S.S. is perceived to be high in Migrant Students, Region Staff and P.A.S.S. Personnel, communication is perceived as only moderate effective among local administrators and moderately poor among teachers.

Suggestions for Improving P.A.S.S.

Suggestions by contact persons for improving P.A.S.S. were obtained and are presented under the following categories. Under each category recommendations are listed in order of frequency.

Curriculum

.More bilingual units.

.Lower reading level in some courses.

.Make content more interesting.

.More multicultural content.

Enrollment Procedures

.Streamline procedures.

.Do away with student record form.

Articulation/Record Keeping

.Speed up the sending of transcripts from Parlier.

Other

.Make P.A.S.S. available to any minority student.

.Provide immediate feedback of results for each unit a student completes.

Results of the Local Administrator Questionnaire

Only five questionnaires for local administrators whose district or school utilized P.A.S.S. were returned. Of these five, 4 were completed by principals and 1 was completed by a coordinator.

Three of the five administrators responding indicated that they were unaware of the Migrant Education Secondary School Dropout Prevention Program.

However all 5 administrators were aware of P.A.S.S. and its goals, and accurately described the major goal of the P.A.S.S. Program.

Attitude Toward P.A.S.S.

All five local administrators rated P.A.S.S. as an extremely "worthwhile". The local administrator also tended to rate the quality of the P.A.S.S. instructional units positively, however there was more variability of ratings here. On a scale of 1-4 (4 = excellent, 1 = poor) the mean rating of instructional material was 2.8.

The concerns of local administrators toward the P.A.S.S. Program are displayed below in Figure 11.

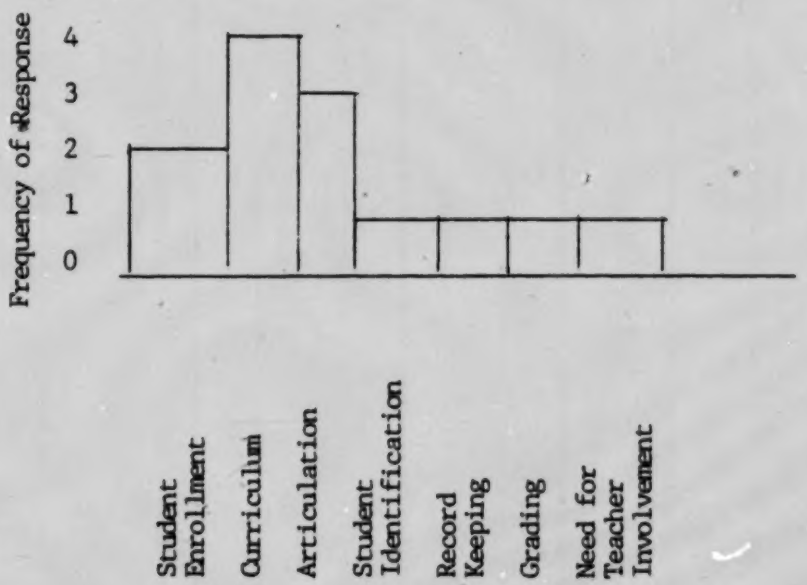

Figure 12: Areas of Concern Among Local Administrators

Note in Figure 10 that P.A.S.S. curriculum and articulation with agencies are the areas of most concern for the small sample of administrators surveyed.

Results of the Regional Administrator Questionnaire

Of the nine Regional Directors of Migrant Education, eight have school sites within their region utilizing the P.A.S.S. Program. Of these eight Directors, seven responded to the questionnaire sent.

All responding Regional Directors were aware of P.A.S.S. and expressed accurately the major goal of P.A.S.S. In addition all seven Directors indicated that they believed P.A.S.S. to be an extemely worthwhile endeavor.

In rating the quality of the P.A.S.S. instructional units, the average rating on a four point scale (1 = poor, 4 - excellent) was 3.6. Comments related to these ratings included:

"Well planned and designed to meet the needs of learners."

"Need more Spanish translations, otherwise good."

"Need more 'high interest' material."

The concerns about P.A.S.S. indicated by the Regional Directors are displayed in Figure 12.

Results of Site Visitations

Visitations were made to one randomly selected local school site using P.A.S.S. in each of eight Migrant Regions participating in P.A.S.S. The visitations were made by a member of the evaluation team and followed a format outlined in the P.A.S.S. Program Monitor Form (see Appendix B).

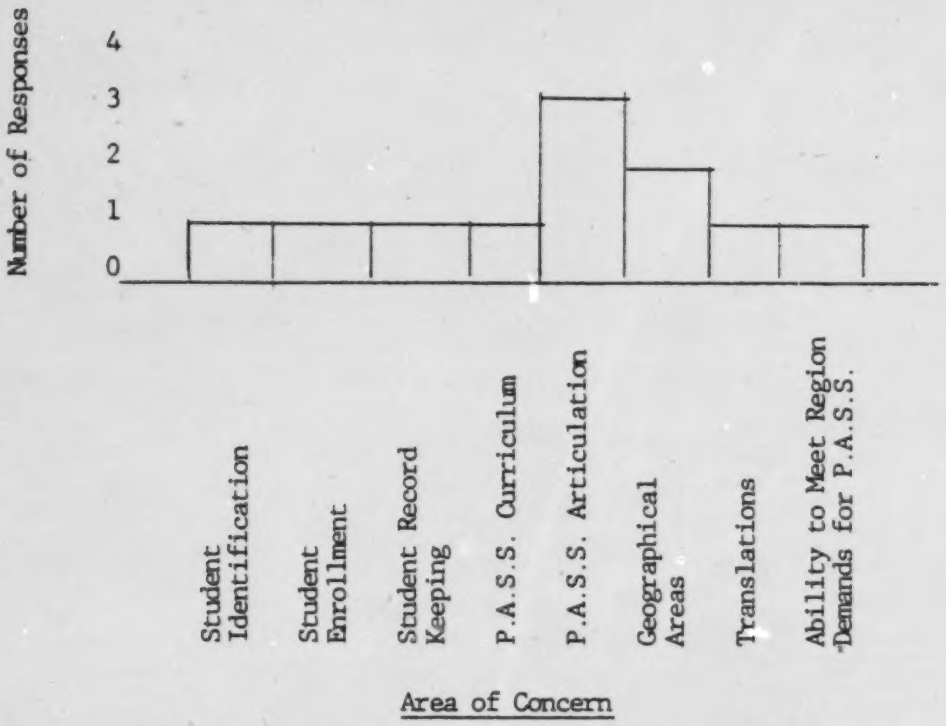

Figure 13: Areas of Concern Among Region Directors

The major findings of these visitations are listed below:

.The general attitude toward P.A.S.S. among students, counselors, and administrators is extremely positive.

.The awareness of P.A.S.S. by administrators and counseling staff is generally high.

.Most local administrators perceive no difficulty in P.A.S.S. credits applying toward local graduation requirements.

.Opinions vary as to the quality of P.A.S.S. courses. The majority of administrator and contact persons felt that the level of difficulty and content was appropriate. Several local personnel expressed strong concern that P.A.S.S. courses did not match the proficiency levels of the district.

.The need for bilingual P.A.S.S. courses was consistantly expressed.

.The need for sustained contact with P.A.S.S. students for motivational purposes was expressed consistantly by local contact persons.

Summary forms for the eight field visitations may be found in Appendix C.

SECTION V: DISCUSSION OF RESULTS

The purpose of the present section is to discuss the evaluative data presented in the preceding three sections with reference to the 1978-79 P.A.S.S. goals and objectives. The discussion in this section will proceed from data pertaining to the specific yearly objectives to data pertaining to the comprehensive and general P.A.S.S. goals.

Evaluating the P.A.S.S. Yearly Objectives

The first yearly objective defined in the 1978 Report states that "At least 500 students will have satisfactorily completed requirements for partial or full credit in enrolled P.A.S.S. courses. . .". From the data presented in Table 2 (p. 8) it is seen that 647 students have received partial or full credit from P.A.S.S. to date. Related to this is data presented in Figure 1 indicating that over 800 students have been served in some capacity by P.A.S.S.

The second P.A.S.S. objective for the 1978-79 academic year states that "At least 20...migrant seniors...will graduate with the assistance of the P.A.S.S. Program...". As described in Section III of this report and as illustrated in Figure 4 (p. 86), 60 migrant students graduate with the help of P.A.S.S. Clearly the level of accomplishment for the P.A.S.S. Program with reference to the 1978-79 objective of serving migrant students has surpassed the initial goals. More students have used P.A.S.S. than was originally projected, and the utilization of P.A.S.S. has assisted graduation in an unexpectedly large number of cases.

The third P.A.S.S. yearly objective states that "All learning activity packets will be reviewed and revised...". This objective has been met as described earlier in Section III. Revisions were made to content, organization, language (courses translated to bilingual format) of the learning packets. Even though this objective appears to have been met by the end of the 1978-79 school year, it is recommended that continued attention be given to improving the curriculum. As noted in Section V, the quality of the P.A.S.S. curriculum, although judged favorably by the majority of respondents, was an area of common concern of a number of contact persons and local administrators. It is recommended that continued assessment be conducted on the newly revised curriculum. This is deemed crucial in light of the emerging competency based graduation requirements in California.

A point should be made here that the English/Spanish translations completed in the P.A.S.S. curriculum during May 1979 address the most prevalent complaint of local contact persons and administrators. Further feedback should be gathered from these local educators following the use of these newly completed bilingual materials to insure their adequacy. Care should also be taken to insure that these bilingual materials adhere to the outlines and requirements of the Parlier High School curriculum.

The fourth yearly objective of P.A.S.S. states that "ten additional semester courses will be adapted to the P.A.S.S. Learning Packet format...". As indicated earlier, only two courses (English IB and IIB) have been formally added to the P.A.S.S. offerings in the 1978-79 year. Other courses have been planned, however, work on these courses has not been completed by the projected date.

Several facts of significance to this objective have been revealed in the data presented in this report. First, the need for more courses was expressed by all groups questioned; students, parents, contact persons, and administrators. Although only a small percentage of each group identified this need, it was perhaps one of the more consistant recommendations offered. Second, some administrators and contact persons expressed a concern that some students may be able to obtain too many credits through P.A.S.S., thus supplanting local school programs. And third, the vast majority of P.A.S.S. credits earned by students in the 1978-79 school year have been in the area of basic requirements. The P.A.S.S. "elective" courses have been used very little (see Tables I and II, pp. 7-8). It is therefore suggested that while more P.A.S.S. courses may be of value to some students in helping them accrue credits and in stimulating interests, the priorities of the P.A.S.S. Program should not be placed on the expansion of the curriculum. Instead priorities are better focused on improving the most widely used Learning Packets and making the existing courses available to all migrant students in need of such services.

The fifth and final yearly objective of P.A.S.S. has stated "more effective methods of coordinating student enrollment, tracking student progress, and assessing student graduation requirement needs will be made...". This objective as evaluated by the opinions of secondary level migrant personnel in local school sites appears to be accomplished with a moderate degree of success. While enrollment procedures was one of the most frequently cited area of concern by contact persons only 5 of 17 of those returning the questionnaire indicated that it was a problem area. The percent of local administrators indicating enrollment procedures as a difficulty was even lower. Suggestions regarding enrollment procedures focused upon the need

to "streamline" the procedures.

It should be noted with regard to this objective that several changes in the enrollment forms have been made during the Spring 1979 Semester. These changes are listed in Section III and documented in Appendix A. The effects of these changes among contact persons and administrators has yet to be assessed. It is recommended that the P.A.S.S. personnel solicit feedback from local school sites regarding the new forms and continue to search for ways to make the enrollment procedure simple and efficient.

Evaluating the P.A.S.S. Major Goals

The major goal of P.A.S.S. as stated throughout this report, "to prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation" can be evaluated with respect to a variety of data reported in earlier sections. First, the number of migrant students who have obtained credits through P.A.S.S. (over 600) and the number of students graduating with the help of P.A.S.S. credits (60) suggests that this major goal has been reached. Furthermore there have been overwhelmingly positive responses made by students, parents, local contact persons, and local administrators regarding the purpose and effectiveness of the P.A.S.S. Program. The nature of these data leads to the conclusion that the major goal of the P.A.S.S. Program in one which aims toward fulfilling a well recognized need of migrant students, and that the P.A.S.S. Program has demonstrated its ability to meet this goal.

The secondary or enabling goals of the P.A.S.S. Program stated in this and earlier report are also fulfilled by the achievement of P.A.S.S. in the last year.

- Portable learning packets have been adapted for migrant students. Students can progress on these LAPS at their own pace.
- Competency based credits are available for skills, interests, and educationally related life experiences through P.A.S.S.
- A supplement to regular secondary level school curriculum has been provided for Migrants through P.A.S.S.
- Existing local counseling and tutorial support through Mini-Corps and regular migrant education personnel have been utilized in accomplishing the goals of the P.A.S.S. Program.

The above goals are fulfilled by the day-to-day operation of the P.A.S.S. Program. The data collected and reported in this evaluation study however, reveal a number of issues which may lead to improving the mechanics of achieving these goals. The issues for consideration and recommendations stemming from the data in Sections III and V are listed below.

- Continued review and revision of P.A.S.S. curriculum is needed to provide migrant students with learning material which is:
  1) At the appropriate reading and informational level
  2) Interesting and culturally appropriate
  3) Able to aid students in meeting minimal competency requirements for graduation.
- The availability of tutoring for P.A.S.S. students at the local schools and periodic interaction between student and contact person should be emphasized wherever P.A.S.S. courses are being used.

- P.A.S.S. courses for credit should be available to students who are termed Migrant III's (former Migrants) if they have been unable to make up credits lost as a result of migrant life.
- Communication with all levels of local and regional educational agencies should continue to be a focus of the P.A.S.S. Program personnel.
- P.A.S.S. Program Personnel should continue to work toward insuring that learning materials are provided to students without delay and that results of completed units are reported to the local contact person immediately.

In concluding the discussion of this section, it is appropriate to mention the limitations of the present evaluation and to make recommendations for future evaluative studies on the P.A.S.S. Program.

The present evaluation study has attempted to provide standards for judging the P.A.S.S. Program by reviewing descriptive statistics of the P.A.S.S. Program enrollment and credit records and by sampling the opinions and attitudes of those individuals who are directly involved with using P.A.S.S. at the local high school level. This approach has yielded useful information in evaluating the effectiveness of the P.A.S.S. Program. However, if future evaluation projects are expanded in scope and budget, a more accurate and objective evaluation can be provided. To provide such an evaluation, a quasi-experimental design including treatment and control groups would be required. The comparison of credit accumulation, dropout rate, and graduation statistics between migrant students using P.A.S.S. and migrant students not using P.A.S.S. will provide a controlled measure of the effectiveness of the P.A.S.S. Program. Also, a cost effectiveness

analysis of the P.A.S.S. Program budget and the number of students which it serves should be addressed by later evaluative studies. It is hoped that future evaluations of P.A.S.S. will incorporate these design features.

SECTION VI: SUMMARY AND CONCLUSIONS

The present report has aimed at providing both formative and summative evaluations of the P.A.S.S. Program during the 1978-79 academic year. Data have been collected and reported which allow for evaluating the effectiveness of the P.A.S.S. Program and for making recommendations for improving P.A.S.S.

In making a summative statement from the contents of this report it must be said that the P.A.S.S. Program has achieved remarkable success in implementing its procedures and achieving its goals. The number of students served by P.A.S.S. has far exceeded the projected goals and appears to be continuing to grow. Attitudes toward the P.A.S.S. Program have been shown to be consistantly positive among P.A.S.S. students, parents, P.A.S.S. local contact persons, local administrators, and Migrant Region Directors. There appear to be no major inadequacies in the P.A.S.S. Program which would prevent it from continuing to successfully serve migrant students. Based on these conclusions and the expressed need for the P.A.S.S. Program's services by local school sites, the expansion of the P.A.S.S. Program appears to be necessary and inevitable.

In addition to the summative conclusions regarding the P.A.S.S. Program which have emerged from this report, a number of formative recommendations have been made. These recommendations are as follows.

1. Based on its previous success, the P.A.S.S. Program should formulate new goals and objectives for the coming year which allow for expansion but which also focus on prioritized concerns for improving instructional and procedural quality.

2. The P.A.S.S. Program should continue to review and evaluate its curriculum materials to insure a high quality of content at appropriate levels of difficulty. The quality of P.A.S.S. curriculum should be such that it meets local district proficiency standards.

3. The P.A.S.S. Program should continue to focus on the articulation of the P.A.S.S. services with other local and state services.

4. The development of a more expanded curriculum should be undertaken, but as a second priority to insuring that present course materials are appropriate.

5. Migrant III students should be allowed to use the P.A.S.S. Program if they have not been able to make up credits lost during their migrant phase.

In conclusion, the P.A.S.S. Program has shown in the school year 1978-79 that it can effectively operate to achieve its goals and that its services are valued highly in local school sites. While the success of this year's operation is considerable, it is recommended that the P.A.S.S. Program continue to focus on improving its materials and procedures. It is also recommended that the P.A.S.S. Program reaffirm its purpose and prioritize its goals in order to prosper in the growth which it is experiencing.

APPENDIX A

New or Revised P.A.S.S. Program Forms

SITE _____

REGION _____ CITY _____

CONTACT _____

DATE ENROLLED	STUDENT NAME	COURSES	GRADE/CREDIT

P.A.S.S. PROGRAM

Portable Assisted Study Sequence

0250

601 THIRD STREET
PARLIER, CALIFORNIA 93648

COURSE: _____

PARLIER HIGH SCHOOL

MIGRANT **EDUCATION**

STUDENT NAME	UNITS	DATE REC.	READER	SENT TO READER ON:	RETURNED BY READER ON:	COMMENTS

OFFICE COPY

COURSE: _____

DATE ENROLLED	NAME	SITE/CONTACT	CREDIT/GRADE/DATE

PARLIER HIGH SCHOOL

PARLIER UNIFIED SCHOOL DISTRICT
601 THIRD STREET -:- PARLIER, CALIFORNIA 93648
(209) 646-3521 (High School) -:- (209) 646-3255 (P.A.S.S. Program)

MARCO A. SIGALA
Principal

CLAUDE G. PÉREZ
Assistant Principal

RICHARD MADRIGAL
Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S.
Program

The complete General Math course consists of the following:

GENERAL MATH A - 5 CREDITS

UNIT I

_____ PLACE VALUES _____TEST ENCLOSED

UNIT II

_____ ADDITION AND SUBTRACTION _____TEST ENCLOSED

UNIT III

_____ MULTIPLICATION _____TEST ENCLOSED

_____ DIVISION _____TEST ENCLSOED

UNIT IV

_____ APPLICATION _____TEST ENCLOSED

UNIT V

_____ ROMAN NUMERALS _____TEST ENCLOSED

Items that do not have an (x) next to them are out of stock and will be sent as soon as they are available.

PARLIER HIGH SCHOOL

PARLIER UNIFIED SCHOOL DISTRICT
601 THIRD STREET -:- PARLIER, CALIFORNIA 93648
(209) 646-3521 (High School) -:- (209) 646-3255 (P.A.S.S. Program)

MARCO A. SIGALA
Principal

CLAUDE G. PÉREZ
Assistant Principal

RICHARD MADRIGAL
Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S. Program

The complete General Math-B course consists of the following:

GENERAL MATH B - 5 CREDITS

UNIT VI

_____ FRACTIONS _____ TEST ENCLOSED

UNIT VII

_____ DECIMALS _____ TEST ENCLOSED

UNIT VIII

_____ EQUATIONS-RATIO-PROPORATION -PERCENT _____ TEST ENCLOSED

UNIT IX

_____ MEASUREMENT _____ TEST ENCLOSED

Items that do not have an (X) next to them are out of stock and will be sent as soon as they are available.

PARLIER HIGH SCHOOL

PARLIER UNIFIED SCHOOL DISTRICT
601 THIRD STREET -:- PARLIER, CALIFORNIA 93648
(209) 646-3521 (High School) -:- (209) 646-3255 (P.A.S.S. Program)

MARCO A. SIGALA
Principal

CLAUDE G. PÉREZ
Assistant Principal

RICHARD MADRIGAL
Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S.
Program

The complete Algebra IA course consists of the following:

ALGEBRA IA - 5 CREDITS

UNIT I

_____ BASIC OPERATIONS

_____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

UNIT II

_____ INTEGERS

_____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

UNIT III

_____ LINEAR EQUATIONS

_____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

UNIT IV

_____ LINEAR INEQUALITIES

_____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

UNIT V

_____ FACTORING

_____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

Items that do not have an (X) next to them are out of stock and will be sent as soon as they are available.

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Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S. Program

The complete Algebra IB course consists of the following:

ALGEBRA IB - 5 CREDITS

UNIT VI

_____ FACTORING TRINOMIALS _____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

UNIT VII

_____ SIMPLIFYING FRACTIONS _____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

UNIT VIII

_____ COMBINING FRACTIONS _____ REVIEW TEST ENCLOSED
_____ TEST ENCLOSED

Items that do not have an (X) next to them are out of stock and will be sent as soon as they are available.

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Counselor

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Migrant Education, P.A.S.S.
Program

The complete English IA course consists of the following:

ENGLISH IA - 5 CREDITS

UNIT I - PARTS OF SPEECH

_____ NOUNS/PRONOUNS _____ TEST ENCLOSED

_____ VERBS _____ TEST ENCLOSED

_____ ADJECTIVES/ADVERBS _____ TEST ENCLOSED

UNIT II

_____ PUNCTUATION _____ TEST ENCLOSED

UNIT III

_____ DICTIONARY SKILLS _____ TEST ENCLOSED

UNIT IV

_____ COMPREHENSION SKILLS NO TEST - STUDENT WILL BE GRADED ON PACKET ACTIVITIES

PAPERBACK: TEENSPELL _____

PAPERBACKS NEEDED FOR UNITS I-IV

DICTIONARY ____

Items that do not have an (X) next to them are out of stock and will be sent as soon as they are available.

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Counselor

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Migrant Education, P.A.S.S.
Program

The complete English IIA course consists of the following:

ENGLISH IIA - 5 CREDITS

UNIT I

_____ THE NOVEL

NO TEST - STUDENT GRADED ON PACKET ACTIVITIES

PAPERBACKS:
1. Jonathan Livingston Seagull___
2. Something Strange & Sinister___
3. The Fog Comes In On Little Pig Feet___
4. The Homecoming___

MATERIALS: Two (2) blank tapes___
One (1) notebook

UNIT II

_____ POETRY

NO TEST - STUDENT GRADED ON PACKET ACTIVITIES

PAPERBACKS:
1. Self Esteem___
2. Search the Silence___
3. Notes to Myself or Notes of Love & Courage___
4. The Best Is Yet To Be____

UNIT III

_____ GRAMMAR

NO TEST - STUDENT GRADED ON PACKET ACTIVITIES
STUDENT WILL ALSO BE GRADED ON
_____SEPARATE ELVALUATION SHEET ENCLOSED.

UNIT IV

_____ WRITING THE PARAGRAPH/ WRITING CREATIVE JOTTINGS

NO TEST - STUDENT GRADED ON PACKET ACTIVITIES

PARLIER HIGH SCHOOL

PARLIER UNIFIED SCHOOL DISTRICT
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Assistant Principal

RICHARD MADRIGAL
Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S.
Program

The complete Reading course consists of the following:

READING - 5 CREDITS

UNIT I - VOCABULARY DEVELOPMENT

_____ SYNONYMS/ANTONYMS _____TEST ENCLOSED

_____ HOMONYMS _____TEST ENCLOSED

_____ MULTIPLE MEANING WORDS _____TEST ENCLOSED

PAPERBACKS: 1. SCHOLASTIC DICTIONARY OF SYNONYMS, ANTONYMS, AND HOMONYMS_____

UNIT II - LANGUAGE USAGE

_____ PREFIXES _____TEST ENCLOSED

_____ SUFFIXES _____TEST ENCLOSED

_____ COMPOUND _____TEST ENCLOSED

UNIT III

_____ COMPREHENSION SKILLS - PART A _____TEST ENCLOSED

UNIT IV

_____ COMPREHENSION SKILLS - PART B _____TEST ENCLOSED

UNIT V

_____ DICTIONARY REFERENCE SKILLS _____TEST ENCLOSED

PAPERBACKS: 1. USING GUIDE WORDS___
2. DICTIONARY___

Items that do not have an (x) next to them are out of stock and will be sent as soon as they are available.

PARLIER HIGH SCHOOL

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Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S.
Program

The complete English IB course consists of the following:

ENGLISH IB - 5 CREDITS

UNIT V

_____ PREFIXES AND SUFFIXES — NO TEST - STUDENT GRADED ON PACKET ACTIVITIES

UNIT VI

_____ SYNONYMS, ANTONYMS, AND HOMONYMS — NO TEST - STUDENT GRADED ON PACKET ACTIVITIES

PAPERBACK: SCHOLASTIC DICTIONARY OF SYNONYMS, ANTONYMS, AND HOMONYMS _____

UNIT VII

_____ SEQUENCE, MAIN IDEA, AND INFERENCE — NO TEST - STUDENT GRADED ON PACKET ACTIVITIES

PAPERBACKS NEEDED FOR UNITS V-VII

DICTIONARY_____

Items that do not have an (x) next to them are out of stock and will be sent as soon as they are available.

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CLAUDE G. PÉREZ
Assistant Principal

RICHARD MADRIGAL
Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S.
Program

The complete Mexican American History/Ethnic Studies course consists of the following:

MEXICAN AMERICAN HISTORY/ETHNIC STUDIES - 5 CREDITS

UNIT I

_____ THE HISPANO-INDIAN SYNTHESIS, 1536-1809 ____ TEST ENCLOSED

PAPERBACK: Heart of Aztlan ____

UNIT II

_____ THE MEXICAN SOUTHWEST, 1810-1848 ____ TEST ENCLOSED

PAPERBACK: I Am Joaquin ____

Joaquin Murrieta ____

UNIT III

_____ THE ANGLO-AMERICAN CONQUEST, 1849-1910 ____ TEST ENCLOSED

PAPERBACK: Bless Me Ultima _____

UNIT IV

_____ THE REAWAKENING OF THE MEXICAN-AMERICAN, 1911-1970's ____ TEST ENCLOSED

PAPERBACK: The Proud Mexicans ____

Items that do not have an (X) next to them are out of stock and will be sent as soon as they are available.

PARLIER HIGH SCHOOL

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(209) 646-3521 (High School) -:- (209) 646-3295 (P.A.S.S. Program)

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Principal

CLAUDE G. PÉREZ
Assistant Principal

RICHARD MADRIGAL
Counselor

JANE E. FOSHEE, Director
Migrant Education, P.A.S.S. Program

The complete General Science A course consists of the following:

GENERAL SCIENCE A - 5 CREDITS

UNIT I

_____ THE SCIENTIFIC METHOD ____TEST ENCLOSED

UNIT II

_____ PHYSICAL SCIENCE CONCEPTS - PART A ____TEST ENCLOSED

UNIT III

_____PHYSICAL SCIENCE CONCEPTS - PART B ____TEST ENCLOSED

UNIT IV

_____PLANTS ____TEST ENCLOSED

UNIT V

_____ANIMALS ____TEST ENCLOSED

MATERIALS: Science Kit:

____Net	____Steno book
____Plastic cups	____Pencils
____Lids	____Tongue depressors
____Pens	____Magnifier
____String	

Items that do not have an (x) next to them are out of stock and will be sent as soon as they are available.

MIGRANT EDUCATION
PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
ENROLLMENT FORM

Attach to: Student Learning Plan
Current M.S.R.T.S. or
copy of M.S.R.T.S. Enrollment form

Date: _____

Return to: P.A.S.S. Program
Parlier High School
601 Third Street
Parlier, CA 93648

Name: _____

Current Homebase Address: _____

City, State, Zip Code: _____

High School Currently Enrolled: _____

Grade: _____

Date of Birth: ___/___/___

STUDENT MIGRANT STATUS (Check one)

INTER____ INTRA____ FORMER ____

M.S.R.T.S. #_____ (if available)

Date enrolled at present school site: _____/_____/_____

Parent's Name: _____

Phone: _____

Counselor Contact: _____

Address: _____

Telephone: _____

Are there Mini-Corps persons available for student tutorial assistance?
yes_____ no _____

If so, name: _____

address: _____

telephone #: _____

Student requests course enrollment in: _____

_____

_____

Student has received copy of Student Information Packet and understands the methods of completion of courses from Parlier High School P.A.S.S. Program.
El estudiante ha recibido una copia del Paquete de Información del Estudiante y comprende el procedimiento de terminación de cursos del Programa de P.A.S.S. de la Escuela Secundaria de Parlier.

_____
Counselor Signature/Firma de Consejero

_____
Student Signature/Firma de estudiante

PARLIER HIGH SCHOOL

P.A.S.S. PROGRAM

PORTABLE ASSISTED STUDY SEQUENCE

601 THIRD STREET
PARLIER, CALIFORNIA 93648
[209] 646-3255

MIGRANT EDUCATION

STUDENT NAME: _____ CURRENT HOME ADDRESS: _____

HIGH SCHOOL OF ATTENDANCE: _____ _____

COURSE(S) COMPLETED: _____ TOTAL CREDITS RECEIVED: _____

_____

NOTE Please return this card upon receipt of student transcript. It is of utmost importance that student files and information are kept current. Please assist us by indicating any information that needs to be corrected below.

UPDATED INFORMATION: _____

_____

☐ YES, I have received the above named student's transcript and I verify that the above or updated information is correct according to our records.

Signed _____ Dated _____

FIRST CLASS
PERMIT NO. 24
PARLIER, CALIF.

BUSINESS REPLY MAIL
NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

PARLIER HIGH SCHOOL
P. A. S. S. PROGRAM
601 THIRD STREET
PARLIER, CALIFORNIA 93648

Enrolled: _____
Counselor Contact: _____
Address: _____
Telephone: _____

PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
STUDENT LEARNING PLAN

Grade _____
Phone # _____

NAME: ADDRESS: BIRTHDATE:

PARENT'S NAME: HOME BASE CITY: PREVIOUS SCHOOLS ATTENDED:

ENGLISH / 30 credits required for graduation	FALL	SPRING	CREDIT
Reading I			
Reading II			
Reading III			
English I			
English II			
English III			
English IV			
E.S.L.			

MATH / 10 credits required for graduation	FALL	SPRING	CREDIT
Gen. Math			
Algebra I			
Algebra II			
Geometry			
Trigonometry			
Adv. Math			

SCIENCE / 10 credits required for graduation	FALL	SPRING	CREDIT
*Gen. Science			
I.P.S.			
Biology I			
Chemistry			
Physics			
Adv. Chem.			

SOCIAL STUDIES / 25 credits required for graduation	FALL	SPRING	CREDIT
Frosh Ornt.			
U.S. History			
Civics			

PHYSICAL EDUCATION / 30 credits required for graduation	FALL	SPRING	CREDIT
*P.E.			
*P.E.			
P.E.			
R.O.P.			

ELECTIVES / 115 Credits Required for Graduation

ART	BUSINESS	HOME EC/INDUSTRIAL ARTS
MUSIC	FOREIGN LANGUAGE	WORK EXPERIENCE

TEST SCORES				
GRADE	READING	LANGUAGE	MATH	OTHER
9th				
10th				
11th				
12th				

*Might Substitute for Life Experiences

GRADUATION REQUIREMENTS:

English	30 credits	(10 units must be English I)
Math	10 credits	
Physical Ed.	30 credits	
Science	10 credits	- 4 semesters of Ag. Science or 4 semesters of Ornamental Hort. will satisfy requirement
Soc. Science	25 credits	Freshman Orientation - 5 credits U. S. History..... - 10 credits Civics..... - 5 credits
Electives	115 credits	Electives ..... - 5 credits

ADDITIONAL INFORMATION

STATEMENTS:

STUDENT CONSTRAINTS (perceived by student):

STUDENT CONSTRAINTS (perceived by counselor):

DATE GRADUATION COUNSELING:

JEF/lp
9-7-78

APPENDIX B

Questionnaires and Site Visitations Forms

CODE_____

DATE_____

P.A.S.S. PROGRAM STUDENT QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Please assist us in evaluating the P.A.S.S. Program by completing the following items. You do not have to give your name. Simply mail the completed questionnaire directly to Cybernetic Learning Systems using the enclosed self-addressed mailer. Thank you.

1. What grade are you in at school?_____

2. How old are you?_____

3. Are you male_____ or female_____?

4. Who first told you about the P.A.S.S. Program?_____

_____

5. How many credits have you enrolled for to date?_____

_____ _____

6. What do you like best about the P.A.S.S. courses?_____

_____

7. What do you like least about the P.A.S.S. courses?_____

_____

8. What would you do to make the P.A.S.S. Program work better for you?_____

_____

9. How do you feel about the P.A.S.S. Program? Great_____

I like it_____ It's ok_____ So so_____ No good_____

Why?_____

_____

CODE_____

DATE_____

P.A.S.S. PROGRAM PARENT QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Your son/daughter is taking special courses to help them to graduate from high school. Please help us by answering the following questions about the P.A.S.S. Program. You do not have to give your name. Simply mail the completed form directly to Cybernetic Learning Systems using the enclosed self-addressed mailer. Thank you.

1. Are you aware of the fact that some of your son/daughter's school credits are being earned through a special program (P.A.S.S.) designed to help students of migrant farm workers? Yes_____ No_____

2. Do you know that the purpose of the P.A.S.S. Program is to help migrant students earn high school credits and thereby help them to graduate? Yes_____ No_____

3. How do you feel about the P.A.S.S. Program?
   I like it_____ I don't like it_____ I don't know_____

4. Is it important to you to have your children graduate from high school? Yes_____ No_____

5. What do you like most about what the P.A.S.S. Program has done for your son/daughter?_____
   _____

6. Is there anything you do not like about the P.A.S.S. Program?
   Yes_____ No_____ What?_____
   _____

CODE_____

DATE_____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Please assist us in conducting an independent evaluation of the P.A.S.S. Program by completing the following items. To insure your anonymity, please mail your completed questionnaire directly to Cybernetic Learning Systems.

1. What is your primary position? (i.e., counselor, resource specialist, etc.)_____

2. How long have you been aware of the P.A.S.S. Program?

_____months

3. When did you start to serve students in the P.A.S.S. Program?

_____date

4. How many students have you been actively involved with in the P.A.S.S. Program to date?_____

5. To your knowledge, how many students from your school have graduated because of direct assistance from the P.A.S.S. Program?_____

6. How has P.A.S.S. helped students at your school progress toward eventual graduation? Give as many specific examples as possible._____

_____

_____

_____

_____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

7. Are you aware of the three components of the Migrant Education's Secondary School Dropout Prevention Program?

   Yes_____or No_____

   If yes, do you feel the P.A.S.S. Program compliments or supports the counseling and workstudy components of the Secondary School Dropout Prevention Program?

   Yes_____or No_____

   Please explain._____

   _____

   _____

8. Have you been able to refer to the P.A.S.S. Program all the migrant students you felt could benefit from it?

   Yes_____or No_____

   If not, please list the constraint(s) in order of importance you feel prohibit all students from participating.

   _____

   _____

   _____

9. Are the goals of the P.A.S.S. Program clear to you?

   Yes_____or No_____

   Please comment on what you consider to be P.A.S.S.'s most important goal._____

   _____

   _____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

10. Do you feel the P.A.S.S. Program in general is a worthwhile endeavor?

Absolutely' ' ' ' 'Not at all

11. How would you rate the quality of the P.A.S.S. Program instructional units?

Excellent' ' ' ' 'Poor

Please comment._____

_____

12. What specific difficulties do you find students encounter while participating in the P.A.S.S. Program?

Enrolling_____ Why?_____

Unit Reading Level_____ Why?_____

Size of Units_____ Why?_____

English only units_____ Why?_____

Motivation to complete work_____ Why?_____

_____

Tutoring help_____ Why?_____

Communicating with P.A.S.S. personnel_____ Why? _____

_____

Other_____ Why?_____

_____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

13. As the P.A.S.S. Program Contact Person at your school, please note the effectiveness of communication of the P.A.S.S. Program:

Does Not Apply

.with migrant students

Excellent ' ' ' ' ' Poor _____

.with teachers

Excellent ' ' ' ' ' Poor _____

.with administrators

Excellent ' ' ' ' ' Poor _____

.with regional migrant staff

Excellent ' ' ' ' ' Poor _____

.with P.A.S.S. program personnel

Excellent ' ' ' ' ' Poor _____

14. Please list any specific suggestions you have in terms of making improvements in the total operation or any part of the P.A.S.S. Program.

.curriculum _____

_____

.enrollment procedures _____

_____

.record keeping _____

_____

.articulation with other programs _____

_____

.other _____

_____

CODE_____

DATE_____

P.A.S.S. PROGRAM REGIONAL OFFICE/ADMINISTRATIVE QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Please assist us in conducting our independent evaluation of the P.A.S.S. Program by completing the following items. To increase anonymity, please mail your completed questionnaire directly to Cybernetic Learning Systems.

1. What is your primary position? (regional director, principal, or coordinator, etc.)_____

2. Please describe your functional responsibility as it relates to the P.A.S.S. Program._____

_____

_____

3. Are you aware of the three components of the Migrant Education's Secondary School Dropout Prevention Program?

Yes_____or No_____

If yes, do you feel the P.A.S.S. Program compliments or supports the counseling and workstudy components of the Secondary School Dropout Prevention Program?

Yes_____or No_____

Please explain._____

_____

_____

P.A.S.S. PROGRAM REGIONAL OFFICE/ADMINISTRATIVE QUESTIONNAIRE

4. Are the goals of the P.A.S.S. Program clear to you?

   Yes_____or No_____

   Please comment on what you consider to be P.A.S.S.'s most important goal._____

   _____

   _____

5. Do you feel the P.A.S.S. Program in general is a worthwhile endeavor?

   Absolutely'____'____'____'____'Not at all

6. How would you rate the quality of the P.A.S.S. Program instructional units?

   Excellent'____'____'____'____'Poor

   Please comment._____

   _____

   _____

7. What specific concerns do you have about the P.A.S.S. Program?

   Student identification_____

   Student enrollment_____

   Student record keeping_____

   P.A.S.S. curriculum_____

   P.A.S.S. articulation with other agencies_____

   Geographical areas_____

   Other_____

   _____

DATE_____

SITE VISITED_____

EVALUATOR_____

P.A.S.S. PROGRAM MONITOR FORM

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: The purpose of this Monitor Form is to objectively evaluate key areas while making field visitations to participating districts in the P.A.S.S. Program. Please complete this form for each school site you visit, as this form becomes a documented part of the independent evaluation of the P.A.S.S. Program.

Administrative Information*

Name(s) and Title(s) of Administrator(s) interviewed:

_____

_____

*If possible, interview at least one building level and district level administrator, preferably the immediate supervisor of the local school P.A.S.S. Program contact person.

Probe to discover Administrator's awareness of:

..Secondary Dropout Prevention Program_____

..P.A.S.S. Program as component of Dropout Prevention_____

..Goals/objectives of P.A.S.S. Program_____

_____

..Eligibility requirements of migrant students for P.A.S.S. Program

_____

..Purpose and function of Migrant Student Record Transfer System (MSRTS)_____

_____

Probe to discover depth of administrative articulation:

..Within local district_____

_____

P.A.S.S. PROGRAM MONITOR FORM

..With local Regional Migrant Staff_____

_____

..With P.A.S.S. Program Personnel_____

_____

..With Mini-Corps_____

_____

..With State Department Level Migrant Education Staff_____

_____

..With agencies outside California_____

_____

Probe to assess possible areas of concern - ask about:

..Curriculum (reading level, size of units, adaptability to local district, etc.)_____

_____

..Graduation requirements (accepting Parlier High School Units, etc.)_____

_____

..Local resources (staff, space, equipment, etc.) to assist in accomplishing P.A.S.S.'s mission_____

_____

Document comments on any specific administrative concerns or praiseworthy points. Summarize attitudes toward P.A.S.S. Program using direct and non-directive influences from situational interview, verbal and non-verbal behavior.

_____

_____

_____

_____

_____

_____

_____

P.A.S.S. PROGRAM MONITOR FORM

Contact Person Information*

Name(s) and Title(s) of Contact Person(s) Interviewed*

_____

_____

*At some sites, there may be more than one P.A.S.S. Program Contact Person.

Probe to discover Contact Person's awareness of:

..Relationship of P.A.S.S. Program to Secondary Prevention Dropout Program_____

_____

..Goals and objectives of P.A.S.S. Program_____

_____

..Eligibility requirements for P.A.S.S._____

_____

..How are students identified and recruited_____

_____

..General attitude toward P.A.S.S. Program (i.e., How do you feel about the P.A.S.S. Program?)_____

_____

Probe to discover ways to motivate students to enroll in and complete P.A.S.S. Units (i.e., tutoring help, ways to personalize the correspondence course approach, etc.)_____

_____

_____

..Attitude toward enrollment/record keeping procedure_____

_____

..Any suggestions for improving record keeping/enrollment procedures_____

_____

..Cooperation and communications with other agencies_____

_____

P.A.S.S. PROGRAM MONITOR FORM

Student Information:

Name, age, sex and grade of student interviewed: _____

_____

Personal Data: Number of children in family, amount of movement in the last year, etc. _____

_____

_____

Attitude about P.A.S.S. Program

..Units _____

..Tutoring help/testing _____

_____

Family support for P.A.S.S. _____

Factors that help with P.A.S.S. _____

Factors that inhibit with P.A.S.S. _____

_____

SITE VISITED_____

DATE_____

EVALUATOR_____

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1)_____

(2)_____

(3)_____

(4)_____

APPENDIX C

Site Visitation Summaries

SITE VISITED Region VI site

DATE 3/27/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) Very positive attitudes. Efficient operation of P.A.S.S. Good level of awareness and communication. Excellent use of P.A.S.S. Program.

(2) Well used - many students served by P.A.S.S., but not used inappropriately. Cooperation and communication with all levels of school staff is prevalent.

(3) There are no major concerns about the operation of P.A.S.S. at this site.

(4) The following recommendations were offered by the local staff. need more courses (electives) and full-year courses. Need some system for P.A.S.S. of letting site know when things are received and sent. (post card, etc.)

SITE VISITED Region VIII site

DATE 4/3/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) Administration and counseling staff well aware of P.A.S.S. Using it as a pilot program for district this year. Are pleased and want to use it more next year.

(2) Using P.A.S.S. only when local district programs can't serve needs of migrant.

(3) Tests are given to student with packet. They do tests at home on their own. The proper use of P.A.S.S. materials needs to be communicated more effectively.

(4) The following recommendations were offered by local personnel.
Send in transcripts instead of yellow form.
More courses - Social Studies; World History
More PR materials in P.A.S.S. to inform parents, teachers, and staff.

SITE VISITED Region VII site

DATE 3/26/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) Some lack of communication between administration and migrant staff concerning P.A.S.S. Also a hint that there may be some antogonism between regular teaching staff and migrant staff. Process for identifying P.A.S.S. students and implementing is effective.

(2) Contact person is making use of P.A.S.S. whenever possible. Has served many students well. Identification of migrants needing P.A.S.S. is comprehensive and effective.

(3) Need more communication throughout school. Make sure credits will be accepted by district for graduation. Level of coursework thought to be too low by school administration.

(4) The local staff offered thr following recommendations:
Would like to serve level III migrants.
Would like bilingual form letters for P.A.S.S. parents.
Need more info for communication purposes (PR) in district and region.

SITE VISITED Region V site

DATE 3/13/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) Smooth operation of P.A.S.S. in the school. Good cooperation, awareness, and communication.

(2) Strong emphasis on tutoring and contact with students using P.A.S.S. Strong administrative support for P.A.S.S. Effective identification procedure used by contact person.

(3) There are no major concerns regarding the way the P.A.S.S. Program is being implemented at this site.

(4) The following recommendations were offered by the staff of this site: need more courses - courses that match district requirements (some course not long enough)
Should just use school transcript, not yellow P.A.S.S. form for enrollment.

SITE VISITED Region IV

DATE 2/28/78

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) Generally a positive attitude toward P.A.S.S. at school. Some questions by administrator as to the virtues of P.A.S.S. as an alternative to regular classes but then was expressed along with positive observations as to its effect.

(2) Communication has been good between P.A.S.S. office and school site. Contact person seems well informed, enthusiastic, and very capable to implement P.A.S.S.

(3) a) Administrator (principal) is concerned about P.A.S.S. segregating migrant students further and P.A.S.S. supplanting regular program.

b) Migrant III's may be using P.A.S.S.

(4) The staff of this school have offered the following recommendations,

a) LAPs need to be upgraded

b) need more communication with administrators, counselors, etc, about P.A.S.S.

c) Bilingual materials needed.

SITE VISITED Region III

DATE 3/21/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) There is some lack of information and intra-school communication concerning P.A.S.S. in this site. P.A.S.S. is serving its goals well however for those students using it.

(2) Students are using it to their advantage. Some migrant students who need P.A.S.S. have been identified and served.

(3) No awareness of P.A.S.S. by principal or director of counseling. A migrant aide is doing all the P.A.S.S. coordination without help from superiors. More communication is needed.

(4) The migrant aid has offered the following recommendations:
need more courses for State Requirements
courses need revisions (especially Spanish course)
need mailing faster (not Greyhound)
need record sheet as to what course, when sent and when received.

SITE VISITED Region II

DATE 3/21/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) P.A.S.S. appears to be operating smoothly in this school site. Attitudes are very positive toward P.A.S.S. and it is being used extensively.

(2) Good attitude of staff toward P.A.S.S.
Well aware of program at both administrative and classroom level
P.A.S.S. operating smoothly
Good identification procedure.
Good communication among staff.

(3) P.A.S.S. courses vary their level: some too easy/some too difficult.
Concern that courses and grading may not be equivalent to district standards.
Need materials graded more quickly.
May want to limit number of courses taken in P.A.S.S.

(4) More elective courses (add Civics)
Could it serve Migrant III's too?
Change enrollment so just send transcript, not use yellow form.
Need Spanish translations.

SITE VISITED Region I site

DATE 3/8/79

EVALUATOR Dan Woltz

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1) Very positive attitudes by all personnel and students toward P.A.S.S.

(2) High level of awareness by administrators, teachers, and staff concerning P.A.S.S. Very positive attitudes. The migrant fac are used daily by P.A.S.S. students to do P.A.S.S. work. Cohesive atmosphere between staff and students with regard to P.A.S.S.

(3) The site appears to be using P.A.S.S. very effectively.

(4) The following concerns were expressed by the Migrant Counselors and administrators: materials needed updating; more material in Spanish, need Health correspondence.